

Daily Lesson Plan

Instructor(s): 7 th Grade ELA Novel: “Tangerine” by Edward Bloor	Date:
Lesson: Novel: “Tangerine” by Edward Bloor Some parts of this Lesson Plan are taken from: http://www.webenglishteacher.com/bloor.html	Novel: “Tangerine”
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): Does conflict always have a winner?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: <i>Paul Fisher's family is moving from Texas to Florida for a number of reasons. The most important one seems to be so that Paul's older brother Erik can impress the football scouts at some major universities. Indeed, most of what his parents do seems to be part of what Paul calls "The Great Erik Fisher Football Dream." It is not that Paul is jealous. He, too, possesses some tremendous athletic ability on the soccer field despite being legally blind. But Erik is the favored son, indulged by parents, teachers, coaches, and friends, even though Paul knows that Erik's behavior is less than perfect. The move to Tangerine, Florida, might just open the eyes of everyone in the Fisher family.</i></p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will read and discuss the novel <i>Tangerine</i> by Edward Bloor which is presented in journal format. • Student groups will become TV reporting teams, videotaping and taking digital pictures of the rescue from the sinkhole or other newsworthy events from the novel as if the event were happening live. Note: Schools without video equipment could modify the activity. Students could design newsletters featuring events that happened in the communities of Lake Windsor Downs and Tangerine. The students may use word-processing or desktop-publishing software. • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10; RL.7.10; RL.7.3; W.7.1; W.7.1.b; W.7.2; W.7.4; W.7.5; W.7.8; W.7.9; W.7.9.b SL.7.1; SL.7.1.b; SL.7.2; SL.7.3; SL.7.4 L.7.1-L.7.6</p>	
Materials/Resources: Novel: Tangerine by Edward Bloor	
Instructional Strategies (Differentiation of Teaching and/or activities): Whole Group- Discussion questions:	

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Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group- Discussion questions:

(Take from: <http://www.multcolib.org/talk/guides-tangerine.html>)

Spoiler alert! Some of the questions contain key elements of the plot. Do not read if you don't want to know what happens!

- Some might say that Tangerine is about appearances - that if things look good from the outside, then everything will be okay. What do you think about that idea? Where do you see it in the book?
- Why does Erik behave as he does?
- Would you like to live in Paul's community? Why or why not? What is strange about it?
- Who would you rather have for a brother: Erik? Mike? Luis? Why?
- What are your impressions of Paul's mother? How did she change by the end of the book?
- Paul's mother calls Paul legally blind. Think about the idea of seeing things -- seeing past stereotypes and into people's hearts. How was Paul able to do this? What did he see?
- How is Joey's experience at Tangerine Middle School different from Paul's? Why do you think that is?
- Were you surprised when Luis died?
- Would you have kept the paint incident from Paul if you were his parents? How do you think he felt?
- Did Erik get the punishment he deserved? Why or why not?
- Do you feel hopeful for Paul at the end of the book?
- Is Paul a hero? Why or why not?
- Tangerine is Edward Bloor's first novel. Would you read another by him? Why or why not?

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

Cite textual evidence to support written responses and apply conventions of Standard English grammar.

Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

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Vocabulary:																	
Do Now:	<ul style="list-style-type: none">Many people say sports help build character in young people. What do you think?																
Mini Lesson: Steps for Building Background	<p>Note Taking: Cornell Note-Taking Method</p> <p>Pre-reading (background knowledge) activity purpose (post on board): Discuss familiar things that will appear in <i>Tangerine</i> by Edward Bloor – Project Read Book</p> <p>Students will get together in small groups of 2, 3, or 4 for discussion. One student will record and present back to the class. Time – 10 minutes</p> <p>Teacher will ask students to tell some things they know about each of the following topics:</p> <table><tr><td>Group A</td><td>Group A</td><td>Group B</td><td>Group C</td></tr><tr><td>Moving</td><td>Muck Fires</td><td>Legally Blind People</td><td>Citrus Growing</td></tr><tr><td>Sink Holes</td><td>Soccer</td><td>Football Players</td><td>Football Scholarships</td></tr><tr><td>Cold Temperatures Effect on Crops</td><td>Treating Siblings Equally</td><td>Lightning Strikes</td><td>Mosquitoes</td></tr></table> <p>Teacher will give a book talk.</p> <p><i>Tangerine</i> by Edward Bloor is about a family who moves to Tangerine, Florida because the father took a new job. The older brother, Erik plays football and the younger brother, Paul plays soccer. Paul is visually handicapped and prohibited from playing soccer at his school. A sink hole destroys a large part of the middle school and Paul gets the opportunity to attend another school and join the soccer team. Erik is the football hero – a kicker and the beginning of the book offers hints that there are secrets about Erik in chapters to come.</p>	Group A	Group A	Group B	Group C	Moving	Muck Fires	Legally Blind People	Citrus Growing	Sink Holes	Soccer	Football Players	Football Scholarships	Cold Temperatures Effect on Crops	Treating Siblings Equally	Lightning Strikes	Mosquitoes
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Students Practice & Apply New Knowledge (60% of the Lesson)																	
Group Work and/or Independent Work:	<p>Students are grouped in terms of data analysis...according to assessment results on the English Language Arts exam and on-going teacher observations. Students are functioning within their tiered groups according to writing, vocabulary and reading assessments given during instruction. ARIS data analysis is implemented on a daily basis to drive instruction.</p> <p>Tier 3:</p> <p>Tier 2:</p> <p>Tier 1:</p>																

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- Were you surprised when Luis died?
- Would you have kept the paint incident from Paul if you were his parents? How do you think he felt?
- Did Erik get the punishment he deserved? Why or why not?
- Do you feel hopeful for Paul at the end of the book?
- Is Paul a hero? Why or why not?
- *Tangerine* is Edward Bloor's first novel. Would you read another by him? Why or why not?

Discussion All groups:

Conflict Paul fears his brother's physical retaliations, is angry at his father's apparent favoritism toward his brother, and resents his mother's apparent inability to see Erik for what he really is. Erik, therefore, appears to be the root of Paul's problems. Is this true? Is Erik the main conflict that Paul faces? If Erik is what caused and continues to cause Paul's problems, what caused, and perhaps continues to cause, Erik's problems?

Characterization Choose one of the following characters from *Tangerine*: Paul, Erik, Joey, Theresa Cruz, Vincent, Mr. Fisher, Mrs. Fisher. Create a scrapbook that this character would have made. Include artifacts mentioned in the novel or inspired by details in the text. Under each item, write a brief paragraph from the character's point of view that explains why this item was included in the scrapbook.

On page 268, is Paul right to tell his father that the issue is his father's eyesight? Is Paul the only one who sees things clearly? In what ways are Paul's parents blind? Is his mother still blind to Erik even after she discovers the jewelry he has stolen? Are Paul's friends at Tangerine Middle School blind? What about Joey? Is Erik blind or does he clearly see the choices he is making?

Discuss

- On page 257, Paul's father says "We wanted to find a way to keep you from always hating your brother." Paul replies by saying "So you figured it

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would be better if I just hated myself?" Do you think his parents understood what their lie did to Paul? Would you have done what they did? What might the relationship have been like between Paul and Erik if Paul had always known the truth?

- Near the end of the novel, even though Erik's eyes are now "mere slits," (p.270), is it possible that he sees things clearly for the first time? What is the "cage" that he has made for himself? (p.292). Could his pacing perhaps be because he remembers what he has done to Paul?
- On page 204, Paul's mother says, "Give some credit where credit is due. Who do you think makes all of this possible? Who do you think holds this whole thing together? Your father?" What is the "whole thing"? Does she hold everything together? How does she do that? Is she more aware of her family situation than Paul's father?
- When confronted about the construction problems that the Lake Windsor subdivision faces, Mr. Fisher says, "I can't change the past, but I'm putting some big changes in place for now and for the future" (p. 236). Is he perhaps referring to changes other than construction changes? How are Charley Burns's actions, or lack of actions, with the development of subdivisions similar to Mr. Fisher's actions, or lack of actions, with the development of both of his sons? Ultimately, Charley Burns cannot stand the truth about his actions and he has a fatal heart attack. In what way does Mr. Fisher experience a heart attack? Will he survive his heart attack?
- Consider the following statements and explain how each would apply to Erik, Paul, Mr. Fisher, Mrs. Fisher, Antoine Thomas, and Luis Cruz:
Ignorance is bliss. Ye shall seek the truth and the truth shall set you free.

Tangerine by Edward Bloor, project choices:

1. Use the World Wide Web to research lightning safety and read personal lightning-strike survivor stories. Web sites that might be used include *Lightning Storms* / <https://thunderstorm.vaisala.com/> and *Kids Lightning Information and Safety* / <http://www.azstarnet.com/~anubis/zaphome.htm>. Create a poster, paper, brochure, or some type of visual representation to go along with your research.
2. Write interview questions for a coach at the school. Conduct the interview and report back in the format of a newspaper column in the sports section. Example questions might be: (a) How do you know that one of your athletes would be a possible college prospect? (b) How do you get your star athletes recruited by college athletic teams? (c) Would you advise your star athletes to skip college and go straight to the pros? (d) Do you think attending one school over another will give athletes more publicity as happens in this novel?
3. Use the World Wide Web to compare and contrast the rules of football and soccer. Create a poster, paper, brochure, graph, or some type of visual representation to go along with your research.
4. Create a chart listing the pros and cons of Paul's family and another for Louis' family using a *Microsoft Word* table or Excel. Write responses explaining which family you would like to belong and give your reasons why. Base this on the list of pros and cons.
5. Create a journal describing a student's feelings and reactions to Paul's

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	<p>experiences as if they were happening to you. Go back and skim for the sections that were most meaningful to you and respond to them.</p> <p>Students must complete one out of two of the tasks below:</p> <p>Analyze Setting-Analyze the Interaction of Story Elements <i>Task 1:</i> Write an essay to explain how the setting of “Tangerine” helps shape its plot. Identify details that reveal and describe the time and place of the novel “Tangerine”. Analyze how the story’s setting affects events or even makes them believable. Use the following questions to guide you: Paul's subdivision was built on a foundation of termite-infested ground, next to a field that constantly burns muck fires, near a school that is built on land that becomes a sinkhole. In what ways is the setting of the town of Tangerine a metaphor for Paul's life? What is it that eats away at Paul's foundation? What fire burns constantly in Paul's life? What is it in Paul's life that collapses just as the ground collapses into a sinkhole?</p> <p>Symbolism-Analyze Events and their Influence <i>Task 2:</i> Write an essay in which you analyze how the events described influence people and ideas. Identify the main events and central ideas. Explain how the events affect the characters and support the story’s central idea. Use cause-and-effect organization and appropriate transitions. Use the following questions to guide you: The volunteer firefighter on page 15 says, "Muck fires don't go out. They're burning all the time.... Sometimes the rain'll damp them down, but they're still smoldering." What is Paul's muck fire that is always burning? What are the muck fires for Paul's parents, for Erik, for Antoine Thomas? At the end of the book, the wind has shifted and the odor and smoke from the muck fire is blowing away from Paul. Is that symbolic of what has happened in Paul's life? On page 244 as he digs in the ground behind his home on the day of Luis's funeral, Paul admits that he is finally seeing things that he has never seen before. What can he now see on page 244? What is the dirt of his life that was "burned, buried, plowed, coated and landscaped?"</p>
Assess & Reflect on Student Learning (20% of the Lesson)	
Share Out: <i>Assessment of New Learning</i>	Share of group responses...
Oral/Written Reflection <i>New Learning</i>	<p>Homework: Writing: Choose one question and write a 1-2 page response:</p> <ul style="list-style-type: none"> • Do you think Male and Female Athletes should play on the same team? • Are Males and Female athletes treated differently? Provide examples. • Should people with visual handicaps be allowed to play sports in public

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school? Provide reasons to back up your answer.